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**ACE** Assessments  
in Career  
Education

# Guide for Teachers

**Food Service  
and Hospitality**

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# Introduction

## About This Guide

The *Assessments in Career Education (ACE) Guide for Teachers* has been developed to provide essential information and preparation guidelines for teachers. The intent of the guide is to serve as an instructional aid in the classroom. The guide is divided into seven sections:

*Test Content* — describes the content of the test.

*Test Structure* — describes the general format of the test.

*Test Preparation* — includes strategies for preparing students for taking an ACE examination, including written-response questions.

*Achievement Levels* — describes the six different levels of achievement.

*Sample Questions* — includes sample multiple-choice questions and a sample written-response question.

*General Scoring Criteria* — shows the general criteria used to develop specific scoring guides for written-response questions.

*Sample Student Work* — includes examples of student work for the sample written-response question at different score points with commentary.

Teachers are encouraged to reproduce portions or all of the guide for classroom use.

## Student Eligibility

The ACE in Food Service and Hospitality may be taken by a student only one time. For this reason, it is important for students to take the examination when they are fully prepared. Prior to taking the examination, students should complete the appropriate coursework that provides instruction in all of the standards covered by the examination. For example, students enrolled in a food service and hospitality program that lasts more than one year should wait until the end of their last year to take the ACE in Food Service and Hospitality.

# Test Content and Structure

## Test Content

The ACE in Food Service and Hospitality is based upon the knowledge and skills defined in the *Draft Interim Content and Performance Standards of the Superintendent's Challenge Initiative for Home Economics Education, Grades 11-12, Food Service and Hospitality Career Path Cluster*. These standards, as summarized below, share a substantial amount of content with their predecessor, the *Home Economics Education Career Path Guide and Model Curriculum Standards*.

The content of this examination covers:

- awareness of the food service and hospitality industry and its role in the state's economy
- safe work habits and emergency and operational procedures in food establishments
- basic dietary guidelines and the effects of food preparation techniques on nutritional values
- sanitation and food handling, including causes and prevention of food-borne illnesses
- the tools, utensils, appliances, and equipment needed for food production and service
- factors that contribute to customer satisfaction
- the concept of establishing and operating a business in the food service and hospitality industry (entrepreneurship)
- the process and importance of cost analysis and its relationship to profit and loss in the food service and hospitality industry
- standardized recipes, recipe conversion, and measurements
- food and beverage production, preparation, and service

## Test Structure

The ACE in Food Service and Hospitality is administered in two 45-minute sessions. Each session consists of multiple-choice questions and a written-response question.

The purpose of the multiple-choice questions is to assess students' knowledge of food service and hospitality. The multiple-choice questions vary in complexity. Some require students to apply concepts to solve problems. This portion of the examination is machine scored. Sample questions are provided on page 5.

The written-response questions are designed to measure students' application of skills and knowledge. Students respond in writing to questions about career-related situations. The written-response questions are scored by food service and hospitality teachers and other professionals in the career area. Students are awarded a score point from one to four for each question, with four being the highest score. The sample multiple-choice and written-response questions, general scoring criteria, and sample student work and commentary are provided on pages 5–9.

## Resource Documents

Copies of the *Draft Interim Content and Performance Standards of the Superintendent's Challenge Initiative for Home Economics Education, Grades 11-12, Food Service and Hospitality Career Path Cluster* are available at <http://www.cde.ca.gov/challenge> on the Internet.

Copies of the *Home Economics Education Career Path Guide and Model Curriculum Standards* are available from the Publications Division, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271 or by fax at (916) 323-0823.

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# Test Preparation

Students should have a firm foundation in the essential skills needed for success in the career area tested. Sound preparation for ACE is built on classroom assignments that allow students to use and test their skills and knowledge regularly.

Students preparing for the examinations need to be able to articulate the major concepts in the career area being assessed. They must be able to analyze information, apply knowledge, solve problems, and explain their solutions.

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## Preparing Students for Written-response Questions

Using the sample written-response question in this guide (page 5):

- discuss the wording of the sample written-response question. Help students to identify and understand the key requirements of the question (i.e., what is being asked?).
- review the general scoring criteria (page 6) with students. This will help students better understand what is expected of them.
- discuss the student work samples. Focus on the differences between the score points.

In addition:

- plan a variety of classroom activities that require students to interpret, think through, and answer written-response questions. For example:
  - define and explain terms that are common in written-response questions (e.g., “in detail,” “fully,” “list” vs. “describe” vs. “explain”).
  - model processes for “thinking through” and outlining answers to written-response questions.
  - model processes for incorporating details into answers to written-response questions.
- provide students with many opportunities to practice writing (e.g., through homework assignments, in-class projects, and classroom assessments).
- involve students in developing written-response questions and scoring guides related to content covered in your curriculum.

- have students evaluate their own answers to written-response questions, as well as the answers of their peers, using a scoring guide. Encourage students to discuss strategies for improving their own and others’ work.
- allow students to revise/improve their answers to written-response questions, based on your feedback and/or the feedback of their peers.

As an instructor:

- when you help prepare your students for the written portion of the ACE examination, you are also helping them to become better writers.
  - keep in mind that you can effectively impact your students’ writing as you engage them in writing about real-world activities.
  - resources at your school that are available to help enhance your students’ writing skills include:
    - the *English-Language Arts Content Standards for California Public Schools* adopted by the California State Board of Education (<http://www.cde.ca.gov/board/standards.html>), in particular, the sections entitled “Writing” and “Writing and Oral English Language Conventions.”
    - any writing initiatives currently being implemented at your high school.
    - the language arts and English language learner instructors at your high school and/or in your career cluster.
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## Test-taking Strategies

Several test-taking strategies may be helpful to students during an ACE examination.

When answering multiple-choice questions, students should:

- read the directions carefully.
- generate their own idea of the most accurate answer to a question before selecting from the answers provided.
- pace themselves by considering the number of questions and the time allowed.

When answering written-response questions, students should:

- read and understand all parts of the question.
  - underline the key requirements of the question.
  - think quickly of the main ideas that will serve as a framework for their response.
  - briefly outline the main ideas in a logical sequence before responding.
  - respond to all parts of the question.
  - provide accurate, clear, and detailed examples that demonstrate their knowledge of the career-area topic covered.
  - check their work when finished to make sure they have responded to all required components of the question.
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## Achievement Levels

Scores from the multiple-choice and written-response portions of the examination are combined to produce the student's overall achievement level. There are six achievement levels. Students who achieve level six are

awarded high honors; those who achieve level five are awarded honors; and those who achieve level four are awarded recognition. Students who achieve level three or below are acknowledged for their participation.

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### Level 6

The student has demonstrated excellent knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show excellent knowledge and understanding of food service and hospitality content and concepts.\*
- demonstrate superior analytical and problem-solving skills.
- present accurate information and ideas in a detailed, well-organized manner.

### Level 5

The student has demonstrated strong knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show substantial knowledge and understanding of food service and hospitality content and concepts.\*
- demonstrate very good analytical and problem-solving skills.
- present accurate information and ideas in an organized manner.

### Level 4

The student has demonstrated solid knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show solid knowledge and understanding of food service and hospitality content and concepts.\*
- demonstrate good analytical and problem-solving skills.
- present information and ideas in an organized manner with minor errors or omissions.

### Level 3

The student has demonstrated basic knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show basic knowledge and understanding of food service and hospitality content and concepts.\*
- demonstrate some analytical and problem-solving skills.
- present information and ideas in a somewhat organized manner with some errors, misconceptions, and/or omissions.

### Level 2

The student has demonstrated limited knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show limited knowledge and understanding of food service and hospitality content and concepts.\*
- demonstrate limited analytical and problem-solving skills.
- present limited information; may lack organization and/or have misconceptions, errors, and omissions.

### Level 1

The student has demonstrated little or no knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show little or no knowledge and understanding of food service and hospitality content and concepts.\*
- demonstrate little or no analytical and problem-solving skills.
- present little or no information and have misconceptions and errors.

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\* A detailed description of the content covered by the ACE in Food Service and Hospitality can be found on page 1.

# Sample Test Questions

## Sample Multiple-choice Questions

1. Which of the following is MOST likely to result in cross contamination in food production?
  - A. returning a tasting spoon to a pot of boiling food
  - B. canning fruits and vegetables improperly
  - C. cooking food at a high temperature, then cooling slowly
  - D. re-using a cutting board used for raw poultry
2. When hiring an **entry-level** employee, a food service employer is LEAST likely to require
  - A. previous work experience.
  - B. formal culinary training.
  - C. strong communications skills.
  - D. cooperative teamwork skills.

ANSWER KEY: 1. D 2. B
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## Sample Written-response Question

In a food service business, there are many procedures to follow when receiving and storing a new order of refrigerated and frozen foods. Among these procedures are to:

- check the food order against the invoice.
- inspect the packaging of all food items delivered.
- label and date all food items (or containers) before storing.
- check the thermometer on the refrigerator or freezer when storing food items.

Explain in detail why **each** of the four procedures above is important to follow when receiving and storing a new order of refrigerated and frozen foods.

## What Students Are Expected to Accomplish

This written-response item was designed to assess students' understanding of factors related to food safety and sanitation, as well as factors that can influence the profitability of a food service business. Students are expected to explain in detail each of the four procedures for receiving and storing refrigerated and frozen food orders. A detailed response must address several specific food service concepts (i.e., specific factors to consider when checking a food order against an invoice such as accuracy of food type, quantity, quality, and price charged; the relationship

between damaged packaging and the possibility of food contamination; knowledge of FIFO (first in, first out) and its importance in maintaining food quality; and knowledge of the temperature danger zone and its connection to bacterial growth). In addition, a detailed response will demonstrate understanding of potential (global) consequences that a food service business might face if each procedure is not followed (i.e., potential health risks to customers and financial loss). Additionally, responses are expected to be well organized and clearly and effectively written.

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## General Scoring Criteria for Written-response Questions and Problem-solving Tasks

The general criteria for each score point are outlined below. These criteria are used to develop scoring

guides that address the specific content in each written-response question or problem-solving task.

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### Score Point 4

Student response shows **excellent** knowledge and understanding. The response:

- completes all components of the question correctly.
- demonstrates in-depth understanding of relevant concepts.
- conveys knowledge coherently and effectively.

### Score Point 2

Student response shows **partial** knowledge and understanding. The response:

- completes some important components of the question correctly.
- overlooks or misunderstands relevant concepts.
- conveys knowledge in a manner that may lack clarity.

### Score Point 3

Student response shows **substantial** knowledge and understanding. The response:

- completes all or most components of the question correctly.
- demonstrates understanding of relevant concepts; may overlook or misunderstand less important ideas.
- conveys knowledge clearly.

### Score Point 1

Student response shows **little or no** knowledge and understanding. The response:

- attempts to address important component(s) of the question but may do so incorrectly.
  - demonstrates little or no understanding of relevant concepts.
  - conveys knowledge in a manner that may lack clarity or focus or may impede understanding.
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## Sample Student Work

### Score Point 4

When receiving and storing a new order of refrigerated and frozen foods, there are certain procedures that need to be followed.

First, check the food order against the invoice. It is very important to make sure you receive everything you ordered and paid for, like the right types of foods and the right quantity of food. Your business will lose money if you don't receive what you paid for and it could lose even more money when you run out of the foods your customers want because they won't be happy. Always make sure you have what you need and enough of it.

Second, you need to inspect the packaging of all food items delivered. This is also very important. You have to make sure that there is no damage to the packaging and that the food inside isn't missing or spoiled. A restaurant does not want to be responsible for a customer getting sick from spoiled food or because a rat bit through a package and contaminated the food inside. Always make sure the food packages are in one piece and sealed properly and that nothing is missing or added.

Next, it is necessary to label and date all food items (or containers) before storing. It is always important to know exactly when you received something, how old it is, and how long it's good for. This will help you use the FIFO system, meaning the first food in should be the first food used. You never want food to spoil because then you'll lose money by throwing food out. You also don't want to pay the doctor's fees for customers with food poisoning.

Next, you need to check the thermometer on the refrigerator or freezer when storing food items. Always make sure the refrigerator or freezer is working and on the right setting. This will help prevent the food from getting into the danger zone and growing bacteria and spoiling. You definitely don't want to make people sick or to waste money by throwing food away.

By following these four procedures correctly, all your food should stay good and your restaurant should run smoothly.

### Commentary

Overall, this response demonstrates an excellent understanding of the content covered by the question. Each of the four procedures for receiving and storing refrigerated and frozen food orders is explained in detail. The explanations address the specific food service concepts targeted by the question (i.e., specific factors to consider when checking a food order against an invoice, the relationship between damaged packaging and food contamination, and knowledge of FIFO and the temperature danger zone). In addition, the explanations address potential (global) consequences that a food service business might face if the procedures are not followed (i.e., losing money, making customers sick). The response is well organized, detailed, and coherently and effectively written.

## Sample Student Work

### Score Point 3

Checking the food order against the invoice is an essential first step. You need to know if you received the right foods. Without the necessary items, the chef can't prepare all his dishes. Then you have to make sure there is the right amount of foods. If you run out of lamb while preparing for a banquet, there's big trouble ahead.

Inspecting food packaging insures that nothing was damaged during transportation. You want to make sure there's no risk of contamination or spoilage. Proper packaging can guard against freezer burn as well.

Labeling foods is an important aspect of maintaining freshness. You need to know how long a food has been stored so it can be deemed edible or not. You don't want to serve spoiled food or food that may have lost its flavor or be of below standard quality.

The temperature is an important part of freshness, quality, and safety. If the refrigerator isn't cold enough, dairy products might spoil or veggies may not be crisp. If it's too cold, food might partially freeze which isn't good if you want something that is supposed to be thawed but isn't. The freezer must be cold enough to keep foods frozen or bacteria could develop and desserts such as ice cream need to stay frozen as well.

### Commentary

Overall, this response demonstrates a substantial understanding of the content covered by the question. Each of the four procedures for receiving and storing refrigerated and frozen food orders is explained, but the explanations lack some development. While the explanations do address important food service concepts, some details are missing (i.e., direct reference to FIFO and the temperature danger zone). In addition, there is little direct reference to potential (global) consequences that a food service business might face if the procedures are not followed (i.e., health risks to customers, financial loss).

## Sample Student Work

### Score Point 2

Check the food order against the invoice to make sure you have all you ordered.

You must inspect the food to make sure the packages are not open, broken, or missing.

You must label and date the food so you know how long it's been in the freezer.

Check the thermometer on the refrigerator or freezer so it's not too cool or too warm.

### Commentary

Overall, this response demonstrates partial understanding of the content covered by the question. Although the response addresses all four procedures for receiving and storing refrigerated and frozen foods, the explanations are weak. Major details are omitted and little specific food service knowledge is conveyed (i.e., no specific reference to: factors other than quantity to consider when checking a food order against an invoice, the relationship between damaged packaging and food contamination, FIFO, and the temperature danger zone). No references are made to consequences.

### Score Point 1

The first step "Check the order against the invoice" is to check the quantity and make sure it's accurate according to the invoice. Make sure it's the same so you don't get the short end of the stick.

### Commentary

Overall, this response demonstrates very little understanding of the content covered by the question. Only one of the four procedures for receiving and storing refrigerated and frozen food orders is explained. The explanation lacks development.



# Acknowledgments

Thank you to all of the students, teachers, school officials, representatives of higher education, and representatives of industry who have contributed to the development of the Assessments in Career Education (ACE). The ACE examinations are voluntary and rely on your cooperation and continuing support. Students contribute by making their best effort on the examinations. Teachers prepare students and encourage their success. School

officials provide support by registering their districts and schools for the ACE examinations, acknowledging the importance of these career areas and understanding the need to recognize student achievement. Higher education and industry representatives ensure that the content of the examinations provides an appropriate foundation for further education, training, and work in a related career area.

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